

**USING CARTOON PICTURE SERIES AS THE MEDIUM IN TEACHING
WRITING A NARRATIVE TEXT TO JUNIOR HIGH SCHOOL
STUDENTS**

PAPER

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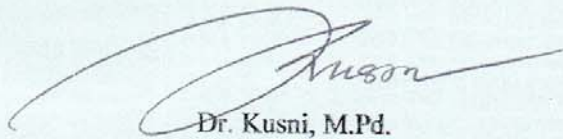
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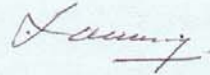
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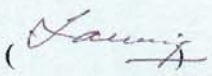


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ABSTRAK

Amelia, Tri Suci Prima. 2011. **Using Cartoon Picture Series as the Medium in Teaching Writing a Narrative Text to Junior High School Students.** *Paper*. Padang: Program Studi Pendidikan Bahasa Inggris, Fakultas Bahasa dan Seni, Universitas Negeri Padang.

Menulis (*writing*) merupakan keterampilan yang paling mendasar dan terpenting dalam pembelajaran bahasa Inggris yang harus dikuasai siswa selain keterampilan mendengar (*listening*), membaca (*reading*), dan berbicara (*speaking*). Namun pada umumnya siswa mengalami kesulitan dalam menulis. Salah satu penyebabnya adalah siswa kurang mampu menyampaikan ide mereka dalam bentuk tulisan.

Dalam makalah ini didiskusikan pengajaran *writing* khususnya *narrative text* melalui penggunaan *cartoon picture series* kepada siswa sekolah menengah pertama. Dalam penggunaan *cartoon picture series*, siswa diminta untuk memprediksi apa saja yang mereka lihat dalam gambar. Kemudian mereka diminta untuk menulis paragraf sesuai dengan apa yang mereka temukan dari gambar. *Cartoon picture series* dalam penggunaannya dapat membantu siswa dalam menyampaikan ide-ide yang mereka miliki dan kemudian menyusun ide-ide tersebut ke dalam tulisan yang baik. Dengan begitu siswa dapat dengan mudah membuat kalimat dalam sebuah paragraf menjadi sebuah cerita *narrative*.

Melalui penerapan *cartoon picture series* penulis berharap dapat memotivasi siswa untuk lebih aktif dan bisa memahami teks secara cepat. Penulis juga berharap agar guru menggunakan media ini dalam pengajaran menulis khususnya dalam *narrative text* sehingga siswa mudah menyampaikan ide mereka dalam bentuk tulisan sehingga menghasilkan sebuah *narrative text* yang baik.

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The writer

TABLE OF CONTENTS

HALAMAN PERSETUJUAN

HALAMAN PENGESAHAN

ABSTRAK.....	i
ACKNOWLEDGEMENTS.....	ii
TABLE OF CONTENTS.....	iv
LIST OF APPENDICES.....	vi

CHAPTER I INTRODUCTION

A. Background of the Problem	1
B. Limitation of the Problem	4
C. Formulation of the Problem	4
D. The Purpose of the Paper	4

CHAPTER II REVIEW OF RELATED LITERATURE

A. Writing	5
B. The Narrative Text	6
C. Cartoon Picture Series	9
D. Teaching Narrative Text to Junior High School Students.....	10
E. The Advantages of Using Cartoon Pictures Series in Teaching Writing a Narrative Text	11

**CHAPTER III USING CARTOON PICTURE SERIES AS THE MEDIUM
IN TEACHING WRITING A NARRATIVE TEXT TO
JUNIOR HIGH SCHOOL STUDENTS**

A. Preparation	13
B. Teaching Procedures	15
1. Pre-Teaching	16
2. Whilst-Teaching	17
3. Post-Teaching	20

CHAPTER IV CONCLUSION AND SUGGESTION

A. Conclusions	21
B. Suggestions	22

BIBLIOGRAPHY

APPENDICES

LIST OF APPENDICES

Appendix 1 Lesson Plan	25
Appendix 2 The picture of Malin Kundang and his mother	29
Appendix 3 The cartoon picture series of Malin Kundang	30
Appendix 4 The story of Malin Kundang	32
Appendix 5 The picture of Tangkuban Perahu	34
Appendix 6 The cartoon picture series of Tangkuban Perahu	35
Appendix 7 The story of Tangkuban Perahu (Sangkuriang)	37

CHAPTER I

INTRODUCTION

A. Background of the Problem

In recent years, English has become a subject that must be studied by students at school and has been introduced to all schools and educational levels in Indonesia, from the Elementary school up to University level. Even now, it begins to be introduced in some kindergarten. In English, there are four skills that have to be mastered by the students, they are listening, speaking, reading, and writing. Writing as a part of the language skills must be learned maximally by the students.

The importance of writing can be seen in our daily life and also in social life like in education and business aspect, for example, when writing a letter to a friend abroad and write an application letter in order to get a job. Because of the importance of writing, it must be taught maximally by the teacher to the students.

Although writing is important, writing is a difficult subject for the students. It is because writing is a complex process. As stated by Ghaith (2002), writing is a complex process that allows writers to explore thoughts and ideas, and make them visible and concrete. Because of the complexities of writing, it is difficult to ask the students to write. They usually have many reasons to avoid writing activity, for instance, they do not understand and do not know what they are going to write.

Actually, there are several genres of texts that must be taught to the students in writing, as stated by DEPDIKNAS in KTSP (*Kurikulum Tingkat Satuan Pendidikan* (2006)), they are descriptive, recount, procedure, report and narrative. Descriptive text describes a particular person, places, or things. In recount text, people retell events for the purpose of informing or entertaining. Procedure text describes how something is accomplished through sequences of actions or steps. Report text is a text which presents information about something, as a result of systematic observation and analysis. And narrative text is to amuse, entertain, and to deal with actual or vicarious experience.

As one kind of genres, narrative has a definite communicative purpose, structure of text, and linguistics characteristics. Narrative is a story. Relating to kinds of text, which student has to complete studying in high school, narrative is a text which retells the story or previous experiences. Studying a narrative is interesting because it can be taught in various media. It can be taught by using a fairy story, funny story, film, cartoon movies, comic, etc.

Although studying a narrative text is interesting, the students at junior high school are still bored in writing and have many reasons to avoid writing activities. It is caused by several factors. First, the students get difficulties in organizing and developing their ideas. When the teacher asked the students to write a narrative text, the students do not know what to write because they do not have more knowledge and ideas to develop their writing. And if some of

them have ideas, they still do not know how to organize and explore their ideas becomes a narrative text.

Second, the students also lack of vocabulary. When the teacher asked the students to find the meaning of the difficult words in the dictionaries, the students just find the meaning without use and combine them become a sentences or paragraph. This cannot increase their vocabulary. As a result, when they are asked to write a narrative text, they do not know the appropriate words that should they use and stop writing after make a few sentences.

Finally, the students have low motivation in writing. The teacher does not motivate the students in writing activities. It is because the teacher find difficulties in determining the media and choosing the text that interesting to the students. For example, the teacher only gives the texts from the text books that the students can read anytime. This makes the students have low motivation in learning writing and they will be bored every time the teacher asks them to write.

The problems faced by the students above have to be paid attention by the teachers. It is important for the teachers to motivate students to improve their writing skill. One of the ways to motivate students is the teachers provide interesting media. Cartoon pictures series can be used by the teacher as a media to solve the problem above. Cartoon picture series provide a shared experience for students in the class. Since everybody likes to look at the pictures, their use in the classroom provides a stimulating focus for students`

attention in order to write essays. Cartoon picture series can create students inspirations, their wishes to know the content of the message of that pictures, so they can write it in a composition.

In addition, cartoon picture series have some powers; pictures are able to clarify a problem. It means that by seeing the clear pictures, the students will understand more about the topic being taught. By using cartoon picture series, it is hoped that the students can improve their writing ability in writing a narrative text, and the students will enjoy writing. Based on the background and this rational, the writer is interested in discussing and explaining how to use cartoon picture series in teaching writing a narrative text.

B. Limitation of the Problem

This paper is limited to teaching writing a narrative text by using Cartoon Picture Series to the Junior High School students.

C. Formulation of the Problem

This problem is formulated into the following question: how is Cartoon Picture Series used in teaching writing a narrative text to Junior High School students?

D. The Purpose of the Paper

The purpose of this paper is to explain how to use the Cartoon Pictures Series in teaching writing a narrative text to Junior High School students.